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ABSTRACT

Written for tutors of upper elementary and secondary students, this booklet is a guide to 20 hours of formal lessons to improve reading skills through writing. The lessons, presented in step-by-step numbered outline form, are intended to help learners utilize language arts skills in educational activities for remediation. The booklet places major emphasis on the learner's re-entry into activities associated with formal education, and is arranged so that tutors will focus attention on ways of building a good self-concept as well as building language arts skills. The booklet's five chapters are as follows: (1) A Tutor's Role in Helping a Partner in Learning; (2) Twenty Lessons Designed to Teach Creative Writing; (3) Twenty Lessons Designed to Teach Informational Writing; (4) Lesson/Guide for Implementing the Experience; and (5) Language Arts Continuum. (SR)

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Reading, Writing: A Tutorial Guide in the Language Arts

Earl S. Zehr



Round Mountain Press
Blackburg, Virginia

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Earl S. Zehr



Rowan Mountain Press
Blacksburg, Virginia

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Preface

This book is written for you as tutors. It is a step-by-step guide to 20 hours of formal lessons designed to help a learner to utilize his language arts skills (reading, writing, listening, speaking) in educational activities for remediation. Major emphasis is placed on the learner's re-entry into activities associated with formal education. Special consideration is placed on the learner's low self-concept.

The lessons were effective when used with some 200 students in intermediate to high school grades who were behind in their reading skills. These students had a history of refusal to participate in formal educational assignments. A major concern was their own self-image and their failure to become active participants. These lessons are arranged so that tutors will focus attention on ways of building a good self-concept as well as building on language arts skills.

According to Herbert Thelen (1969), the educators (almost to a man) feel that tutoring works. I can think of no other innovation which has been so consistently conceived as successful.

Earl S. Zehr
Williamsburg, Ky.
September, 1989.

To my wife Vivian
and my children
Gary, Lloyd and Amy

Chapter 1

Tutor Responsibilities: Your role in this program

It is not a mind, it is not a body that we erect, but it is a man, and we must not make two parts of him. (Montaigne: Essays. XXXV)

Tutoring is becoming increasingly important throughout the country. Many learners need additional help in reading. This means that extra assistance is needed in writing, speaking and listening as well. This section will give you general information about tutoring. Each section will provide some ideas on how to tutor your partner.

How to begin a Tutoring Program:

The tutor needs to make arrangement with the tutee when and where the tutoring sessions will take place, and the nature of these sessions.

The tutor should consider the following when selecting a place to meet:

1. A quiet center (library, your living room) is needed.
2. It is preferable not to meet in a school building site.
3. Try to keep the same location except for special activities and or assignments.
4. A room environment that is quiet and peaceful with low color object stimulation is desirable.

The tutor should consider the following when making arrangements for the sessions:

1. Agree on a time mutually acceptable to both.
2. Keep the time schedule constant, if at all possible.
3. Emphasize the importance of meeting the schedules. (This is especially important to the commitment factor.)
4. Get a telephone number where communication is readily available.
5. Have the student bring something to your first session (every session).
6. Give a general overall look at the program (not detailed, it may appear overwhelming).
7. Obtain an understanding of the tutee's goals and reasons for participation in such a program.

Tutor Qualifications:

Perhaps the immediate question the tutor asks is what personal qualifications are desirable for tutoring? The qualifications are simple and easy to follow. Here are some questions that might be considered:

1. Will I meet the 20 required sessions with regularity?
2. Will I take 15 minutes weekly out of my schedule to prepare for each lesson?
3. Do I like to help others feel good about themselves?
4. Can I keep private and confidential information to myself?
5. Will I organize each session so that all the material can be presented?
6. Will I begin and end each session at the mutually accepted time?
7. Am I willing to give some of myself at each session?
8. Am I sensitive to the limitations of my tutee?
9. Will I enjoy the opportunity and experience of tutoring?

10. Can I improvise when a particular lesson simply does not work?
11. Do I have a sense of humor?
12. Will I remember the importance of building my tutee's self-esteem even at the expense of my own self-esteem?

General Purposes of a tutor

Tutoring programs have five general purposes:

1. To reinforce academic skills or activities (reading, speaking, listening, writing in this tutoring program).
2. To reinforce and build on his creative skills.
3. To help the tutee feel good about a learning session.
4. To help a tutee feel good about himself as a person.
5. To encourage the tutee to actively participate in academic exercise.

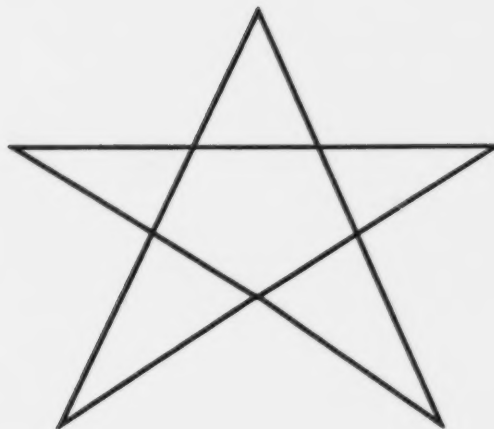
Chapter 2

The Tutor's Role in Helping a Partner in Learning

Lesson Plan 1

Name

Date/Time



Draw a symbol or something that stands for your five most important wishes in the points of the star.

Setting: Preferably Famous Fast Food Restaurant.

Activity Sequence:

1. Go to a fast food place for a light snack.
2. State amount to be spent.
3. Decide on the menu.
4. Tutor does all ordering with approximation of cost.

Select Acquainted Topic:

1. Evaluation of speaking skills.
2. Evaluation of listening skills.

My Star Wishes:

1. Partners discuss with teacher writing response.
2. Cut/paste response.
3. Drawn response.
4. Word/phrase response.
5. Sentence response.

To Bring: A story about something that happened.

Lesson Plan 2

Name

Date/Time

Interest Inventory

Direction: For the student to fill out:

Please answer the following questions:

1. What kind of shows do you watch on television?
2. What kind of programs do you listen to on the radio?
3. What kind of chores do you have?
4. If you could travel anywhere, where would you like to go?
5. What sports do you like?
6. What hobbies do you have?
7. What kinds of motion pictures do you like to see?
8. What problems or subjects would you like to learn about?
9. What animals would you like to raise?
10. If you could live in the past or future, what period would you like to live in?
11. If you could be anybody for a day, who would you want to be?
12. What do you and your family do to have fun?
13. What pets do you own?
14. What do you do in your spare time?
15. What kind of comic books do you like to read?

Setting: Partner's meeting place/library.

Activity Sequence: Selected sources from library with numbers.

Book: Subject Card Catalog.

1. Look at hobbies (GV1201) Library of Congress.
2. Look at hobbies (790.13) Dewey Decimal System.
 - A. Select with the student a possible book on hobbies.
 - B. Discuss possible hobbies.
 - C. Present the interest inventory section.
 - D. Discuss why the interest in an area.
 - E. Remember there are area interest books available.

To Bring: A game to play.

Lesson Plan 3

Name

Date/Time

Activities Inventory

Directions: For the Student

Place a **1** after the activities you enjoy doing the most

Place a **2** after a particular activity you do occasionally

1. Draw
2. Talk to your friends quietly
3. Read a library book
4. Paint
5. Do a craft
6. Cut
7. Play games like Scrabble
8. Go to the school library
9. Help someone else with their work
10. Learn a hobby
11. Write stories, poems or letters
12. Work at a learning center

Setting: Partner's meeting location.

Activity Sequence: Select a game (cards, checkers, dominos,) or

1. Play a game brought by a student.
2. Discuss games, event, activities enjoyed by the tutor.
3. Present the activities inventory.
4. Discuss why these activities are enjoyed.

To Bring: Bring a ticket, coupon, or activity that you did since last lesson.

Lesson Plan 4

Name

Date/Time

Reading Interest Inventory

Directions: For the student to fill out:

Please place **two** checks beside the items you read the most

Place **one** check beside those items you read occasionally

1. Comic Strips
2. Comic Books
3. Short Stories
4. Poems
5. Sports Stories
6. Religious Books
7. How To Do It Books
8. Reviews (books, theatre, film, TV)
9. Plays
10. Sports Magazines
11. Ads
12. Movie Magazines

Setting: Library.

Activity Sequence: Tour the library sections (newspaper, magazine, book, record, tape).

1. Show the librarians' structures.
2. In a quiet library section introduce Reading Interest Inventory.
3. Check out a library book (you may need to get a library card).

To Bring: A report on the book or story of chapters read.

Lesson Plan 5

Tutor Evaluation Up Date

Name _____

Date/Time _____

For the tutor:

These tutor check lists are given to help you focus on the need of the tutee served. The re-entry process to learning will be better accomplished if you can answer these questions. Special emphasis must be placed on remediating this negative pattern

Study Habits	Beginning	During Lesson	End	Not Relevant
Direction: For the Tutor: <i>Please check at what particular time in the lesson-plan structure these actions are most likely to occur.</i> 1. The partner seems to be unable to follow directions given at the: 2. The partner seems more likely to become restless at the: 3. The partner's mind seems to wander more at the: 4. The partner exhibits characteristics of worry more at the: 5. The partner tends to lack self-confidence more at the: 6. The partner tends to have more trouble when a new concept is introduced at the: 7. The partner appears more discouraged at the: 8. The partner is more likely to complain of physical problems at the: 9. The partner is more likely to stop the assignment at the:				

Tutor Inventory	Often	Sometimes	Never
1. The partner prefers to be alone. 2. The partner's mind tends to wander or exhibits the pattern of daydreaming. 3. The partner tends to be sensitive and his/her feelings are easily hurt. 4. Lack of self-confidence is evident in the partner. 5. The partner tends to be on the go and seems unable to relax. 6. The partner is nervous and/or excites easily. 7. The partner has a strong dislike for school. 8. The partner feels inadequate as a person. 9. The partner has difficulty in expressing self in words. Directions: For the Tutor: <i>Please fill this out before the third week. Do not fill this out with partner in a formal setting. Some questions need to be informally presented during the first three weeks.</i>			

Partner Inventory of Self Concept				
Directions: For the Partner: Please read each item carefully and answer how you would feel about the following things.				
		Often	Sometimes	Never
1.	I find being in front of a group is difficult.			
2.	In learning activities, I would like to do better.			
3.	I get discouraged frequently in school-type activities.			
4.	I find myself daydreaming my time away.			
5.	Generally, people find me fun.			
6.	I'm proud of the work I do.			
7.	I feel I'm popular with kids my age.			
8.	I'm doing the best work that I can.			
9.	My peers often times follow my ideas.			
10.	I would sometimes like to change things about myself.			
11.	New things are difficult to get used to.			
12.	I worry about things I do.			
13.	I easily give in to people.			
14.	I am not as nice looking as most of my friends.			
15.	It is difficult to know what to say to people, sometimes.			
16.	I'm generally sure of myself.			
17.	I get along easily with others.			
18.	My parents and I have a lot of fun together.			
19.	I find it difficult to make up my mind.			
20.	At home, I get upset easily.			
21.	It takes a long time for me to get used to new things.			
22.	I'm often sorry for the things I do.			
23.	My parents are considerate of my feelings.			
24.	I like to take care of myself.			
25.	I'm a happy person.			
26.	I like the people I know.			
27.	I understand myself.			
28.	I never get scolded.			
29.	When I decide on something, I do it.			
30.	I don't like to be with other people.			
31.	I'm never shy.			
32.	When I have something to say, I say it.			
33.	I always tell the truth.			
34.	I don't care what happens to me.			
35.	When I am scolded, it upsets me.			

For the partner:

Setting: (Partner/tutor designated location.)

1. Activities Sequence:

- Discuss, "What activities, general interests, reading interests, do you find most successful?"
- Give, *The Partner Inventory of Self Concept*, (assertive is essential). By this time you know how capable this person is. Adapt to his/her mode, but make your partner do the marking with a pen/pencil.

2. Introduce writing units:

- Decide on a topic (factual/fictional).
- Ask a parent, grandparent or friend about the topic.
- Write down what they told you (optional — you may need to do this in next session).

3. Take Home Activity:

- Bring your material to share with the class.
- Bring along a pen/pencil (if advisable—paper).

For the tutor:

(Home assignment can be good, but is optional. If there is no response or an adverse response do not use.)

Tutor needs to buy a package of 5" by 8" file cards.

Lesson Plan 6

Name

Date/Time

Setting: Designated location.

1. Activities:

- A. Discuss the topic selected in home work assignment.
- B. If this topic was completed orally or written, record it on your file card.
- C. If partner orally reports, record it on a piece of paper.
If at all possible have him copy it on the file card, even if it is only a sentence fragment.

2. Discuss the topic of factual and fictional writing.

- A. What have you written down in the last 24 hours?
- B. What have you written that was a fact?
- C. What have you written that was no necessarily true?
- D. What have you written that was more than a page in length?
- E. What would you like to write about?

3. Data Collecting:

- A. What have you read about in the last 24 hours?
- B. Where did you read it?
- C. Why did you read it?
- D. Who was the writer of material?
- E. Why did the author write the material?

4. Bring Back:

- A. Bring a sample of either a factual or fictional piece of writing.
- B. Suggest possible samples to bring (check reading, and interest inventory.
- C. Remember comics, sports items, houses, car racing, movie reviews, and TV guide)
- D. If you are finding this is impossible you need to select from the above for the next lesson. You may want to consult your partner.

Lesson Plan 7

Name _____

Date/Time _____

Factual Model **IRS Gives More Than Expected**

Permission granted by Associated Press

Many mid-Atlanta Americans have been receiving unexpected letters from the IRS. Some of the letters contain refunds larger than those expected, and some contain refunds that were not expected at all.

One accountant, James Forquer, considers this confusion as "ridiculous."

Forquer told the Philadelphia Inquirer that, "I have one client who expected an IRS refund of \$865. Instead, he received a total of seven checks amounting to \$612. None of them came close to the amount owed."

And this is not an isolated situation. For instance, Quentin Packard, who is only nine years old and was owed \$11 by the IRS, received a refund check for \$16,072.40. Then, there is Joseph Perzzulo of Philadelphia who was owed nothing by the IRS but received \$32,426 a few weeks ago.

According to Perzzulo, he had considered a long trip to Acapulco. "Believe me, I looked at that check for a long time."

This is the first tax season in which those receiving Social Security benefits have been required to pay taxes on parts of their benefits. If their adjusted gross income plus tax-exempt income from municipal bonds and other benefits exceeds a certain amount, the recipient will be required to pay some taxes.

Tax professionals say that the IRS failed to include this tax-exempt income when calculating the portion of the affected individual's Social Security benefits to be taxed.

Form 1040 does not provide a space for including such tax-exempt income. In addition, tax preparers were advised by the IRS representatives to merely put the figure in the left margin of the form.

A representative of PyroTax of Blue Bell, Pa., states, "At this point we don't know where the IRS is making the errors. It appears that when the tax forms are inserted into the computers, the tax exempt income is ignored."

It has been found that the amount of taxable Social Security benefits is less than it should be. This causes the IRS to send certain individuals larger refunds than due. Apparently this is a nationwide problem.

The problem is "very isolated," Ellen Murray, an IRS representative, answered when questioned about the situation.

Model for asking Different Types of Questions

- A. **Factual question:** You can go directly to the text for a factual question.
 - 1. What is happening to some IRS refunds?
 - 2. What group of people is more likely to receive these refunds?
- B. **Interpretative questions:** You are to try to determine what the author means by what he has written.
 - 1. What could happen to your tax report to the IRS?
- C. **Application:** After considering the facts and ideas expressed, can you solve the problem?
 - 1. If you had gotten a tax refund like Joe Perzzulo, what could you have done?
- D. **Factual Information:**
 - 1. *Introduction:* explain to the reader what is coming
 - a. Gain the attention of the reader
 - b. Be concerned about your reading audience
 - c. Describe your subject and sources
 - 2. *Body:* describe to the reader the facts
 - a. Present the facts logically
 - b. Use appropriate visuals
 - c. Give credit to sources
 - 3. *Conclusion:* tell the reader what you have told him about.

Setting: (Designated)

1. Activities Sequence:

- A. Bring select factual material (partner preferably, or tutor). Sports article, TV schedule, popular celebrity.
- B. Read the selection in the session (remember the partner preferences).
- C. Get the main idea for the selection (see question model).
- D. Discuss the purpose for writing the selection.
- E. Write this on your 5" by 8" card (have your partner write it, or you write and the tutor copies it).
- F. Be sure the selection accompanies the file entry.

2. Bring Back: A selection on the same topic.

Lesson Plan 8

Name

Date/Time

INFORMATIONAL

The major goal of an informational book is to educate and to stimulate interest and excitement toward a subject for the reader.

WRITING STRUCTURE

The informational article should present the accurately current material in logical sequence. The format must be appropriate for the particular age of the reader. It should be developed in an interesting way.

Informational Report Skeleton

HOME TOWN

1. Geographical Location
 - A. Continent--(Location)--Longitude/Latitude
 - B. Regional Location
2. The Government
 - A. Management system
 - B. Officers' responsibilities
3. Community History.
 - A. Origin of the town
 - B. Leading citizens/responsibilities
4. Community Resources
 - A. Cultural environment
 - B. Educational/Recreational activities

Setting: (Designated meeting locale)

1. Activities Sequence

- A. Discuss ancestors and national origins:
 - a. Tutor may model discussion pattern.
 - b. Partner will pattern the discussion.
- B. Write down a family tree line if possible (linking family members).
- C. Place on card file in partner's handwriting.
- D. Discuss when they arrived in this particular home setting.
- E. Write a description of what the home setting is to them.
- F. Place in a card file.

2. Bring Back:

- A. Bring family member pictures, (the older the better), to be placed in card file with general family information.

Lesson Plan 9

Name

Date/Time

HOME TOWN

1. Geographical Location
 - A. Continent--(Location)--Longitude/Latitude
 - B. Regional Location
2. The Government
 - A. Management system
 - B. Officers' responsibilities
3. Community History.
 - A. Origin of the town
 - B. Leading citizens/responsibilities
4. Community Resources
 - A. Cultural environment
 - B. Educational/Recreational activities

Setting: (Local library in local historical location)

1. **Activity Sequence:**
 - A. Partner/tutor use reference card catalog to locate home town on a state map.
 - B. Photocopy location for card file.
 - C. Write an informational article concerning the geographical features of home town.
 - D. Place the copy in the card file.
 - E. Talk about giving to major official.
2. **Bring Photo:** A landscape scene of local area for card file.
 - A. Decide on what questions you want to ask.
 - B. Leave room for general statements.

Lesson Plan 10

Name

Date/Time

HOME TOWN

1. Geographical Location
 - A. Continent--(Location)--Longitude/Latitude
 - B. Regional Location
2. The Government
 - A. Management system
 - B. Officers' responsibilities
3. Community History.
 - A. Origin of the town
 - B. Leading citizens/responsibilities
4. Community Resources
 - A. Cultural environment
 - B. Educational/Recreational activities

Setting: (Local mayor's office or a city government official) -- local restaurant.

1. Activity Sequence:

- A. Paste in local landscape pictorial file (if possible).
- B. Read over with your partner the questions to ask before the visit.
- C. Have partner query the local official (20 minute visit at the most).
- D. Record the information on the file.
- E. Rewrite the answers to the questions queried.
- F. Place in card file with partner's handwriting.

2. Bring Activity: Bring something that shows you have used a community resource (grocery receipt, movie ticket, paid light bill).

Lesson Plan 11

Name

Date/Time

HOME TOWN

1. Geographical Location
 - A. Continent--(Location)--Longitude/Latitude
 - B. Regional Location
2. The Government
 - A. Management system
 - B. Officers' responsibilities
3. Community History.
 - A. Origin of the town
 - B. Leading citizens/responsibilities
4. Community Resources
 - A. Cultural environment
 - B. Educational/Recreational activities

Setting: (Designated meeting location)

1. **Activity Sequence:**
 - A. Discuss community resource receipt.
 - B. Discuss and record the service offered by the community.
 - C. Enter the services under appropriate headings in outline form.
 - D. Place in card file with partner's handwriting.
2. **Bring Activity:** No directive by the author.

Lesson Plan 12

Name

Date/Time

HOME TOWN

1. Geographical Location
 - A. Continent--(Location)--Longitude/Latitude
 - B. Regional Location
2. The Government
 - A. Management system
 - B. Officers' responsibilities
3. Community History.
 - A. Origin of the town
 - B. Leading citizens/responsibilities
4. Community Resources
 - A. Cultural environment
 - B. Educational/Recreational activities

Setting: (Designated meeting location)

1. **Activity Sequence:**
 - A. Take a card file from lesson #8, 9, 10, & 11.
 - B. Organize them in a logical sequence.
 - C. Place on one whole sheet of paper.
 - D. The partner will have an informational report concerning his home town.
2. **Bring:** A picture, article, or book on a special person you admire.

Lesson Plan 13

Name

Date/Time

Biography

DEFINITION

The story of a real life human being which relates to the reader the depth and detail of characterization. The struggles, problems, and joys of the subject must be within the reader's grasp.

WRITING STRUCTURE

The writer takes the historical life of an important public figure and develops a narrative around that individual. The writer collects the varied details of the individual and arrives at the conclusion concerning the character.

Setting: (Local library)

1. Activities Sequence:

- A. Discussion of famous person between partner and tutor (movie star, sports figure, rock singer, TV personality).
- B. Decide on what information you wish to obtain about the individual.
- C. Biographical sketch includes:
 - a. Childhood
 - b. Personal characteristics
 - c. How/why he became famous
- D. Partner begins to assimilate information by developing an outline form on a card.

2. Bring Back Activities:

- A. Bring additional information on the subject.
- B. Assimilate the outline from the material. (At this point the tutee will be able to do, this if not it must become a class activity.)

Lesson Plan 14

Name

Date/Time

Biographical Name

1. Childhood
 - A. Family
 - B. Education/Geographical Location
2. Personal characteristics
 - A. Interest
 - B. Personal trait
3. How/Why he became famous
 - A. Area of achievement
 - B. His accomplishment in the field

Setting: (Designated tutoring area)

1. Activities Sequence:

- A. Discuss problem encountered in assignment to accommodate the learner.
- B. Take the first draft of the biography.
- C. Discuss logical flow of the information content.
- D. Work with grammar, capitalization, punctuation, tense usage
 - a. Tutor reads the report orally stopping at appropriate place.
 - b. Place a red arrow at these places even when connected.
 - c. Accurate punctuation and capitalization inserted.
 - d. Arrange logical thought in paragraph.
 - e. Be sure to have an introductory lead sentence to introduce each logical idea.
- E. Record your product on file cards.
- F. Partner reads orally the report.

2. Bring Back Activity: Ask the tutee to think of a person who has been accused of wrong doing.

Lesson plan 15

Name

Date/Time

Biographical Name

1. Childhood
 - A. Family
 - B. Education/Geographical Location
2. Personal characteristics
 - A. Interest
 - B. Personal trait
3. How/Why he became famous
 - A. Area of achievement
 - B. His accomplishment in the field

Setting: (Library—current newspaper area)

1. Activity Sequence:

- A. Discuss the person selected of wrong doing.
- B. Discuss how to improve from last report errors.
- C. Find information about his childhood, personal characteristics and what makes him newsworthy (let tutee take initiative).
- D. Make an outline including the information above.
- E. Insert in the outline a section called strengths/good qualities of the individual.
- P. Insert in the outline a weakness section as well.

2. Bring Back Activity: Complete the outline/write the report.

Lesson Plan 16

Name

Date/Time

Biographical Name

1. Childhood
 - A. Family
 - B. Education/Geographical Location
2. Personal characteristics
 - A. Interest
 - B. Personal trait
3. How/Why he became famous
 - A. Area of achievement
 - B. His accomplishment in the field

Setting: (Designated tutoring area)

1. Activity Sequence:

- A. Take the first draft of the biography.
- B. Partner records the report orally, stopping at appropriate places.
- C. Place a red arrow at these places even when connected.
- D. Accurate punctuation and capitalization are inserted.
- E. Arrange logical thought in paragraphs.
- F. Be sure to have an introductory/lead sentence to introduce each logical idea.
- G. Be sure each section is accurately covered.
- H. Record your product on file cards.

2. Bring Back Activity: Plan a mutually accepted location for a termination of relationship.

Lesson Plan 17

Name

Date/Time

Skills Learner's Activity Evaluation

Positive Growth Area:

- 1.
- 2.
- 3.

Areas to Strengthen:

- 1.
- 2.
- 3.

Setting: (Location designated by tutor and partner)

1. **Activities Sequence:**

- A. Meet at designated location.
- B. Participate in selected activity.
- C. Find a location where you might spend 15 minutes together evaluating the progress made.
- D. Fill out together the evaluation form.
- E. Decide on ways growth can be made.
- F. Emphasis on self-esteem in participation re-entry skills improvement.
- G. Place in card file.

2. **Bring Back Activity:** (No assignment)

Lesson Plan 18

Name

Date/Time

Skills Learner's Activity Evaluation

Positive Growth Area:

- 1.
- 2.
- 3.

Areas to Strengthen:

- 1.
- 2.
- 3.

Setting: (Designated tutoring areas)

1. **Activities Sequence:**

- A. Summarize the card file highlighting the activities accomplished.
- B. Select options for termination.
- C. Terminate the relationship.
- D. Give a phone number for partner to call.
- E. Meet the partner casually for informal activities.
- F. Meet the partner for remedial help when designed.
- G. Meet the partner for remedial help on a regular designated time schedule.

2. **Bring Back Activity:** (No assignment)

Chapter 3

Twenty Lesson Designed to Teach Informational Writing

Lesson Plan 7(a)

Name

Date/Time

Creative Model

THE WIND AND THE SUN

A dispute arose once between the Wind and the Sun, which was the stronger of the two, and they agreed to put the point upon issue, that whichever soonest made a traveler take off his cloak should be accounted the more powerful. The Wind began, and blew with all his might and main a blast, cold and fierce as a Thracian storm; but the stronger he blew, the closer the traveler wrapped his cloak around him, and the tighter he grasped it with his hands. Then broke out the Sun; with his welcome beams he dispersed the vapor and the cold; the traveler felt the genial warmth, and as the Sun shone brighter and brighter he sat down, overcome with the heat, and cast his cloak on the ground.

Thus the Sun was declared the conqueror; and it has ever been deemed that persuasion is better than force, and that the sunshine of a kind and gentle manner will sooner lay open a poor man's heart than all the threatenings and force of blustering authority.

Model for asking different types of questions.

- A. **Factual question:** You can go directly to the text for a factual question.
 - 1. Who was having a dispute?
 - 2. What was the Sun's approach to the dispute?
 - 3. What was the Wind's approach to the dispute?
- B. **Interpretation question:** You are to try to determine what he has written.
 - 1. What is the difference between the Sun's approach and the Wind's approach?
- C. **Application:** After considering the facts and the ideas expressed, can you solve the problem?
 - 1. Which approach do you feel is the most effective in the story? The Sun's or the Wind's? Why?

Creative Writing Elements

- 1. Direct quotations should be used where appropriate.
- 2. Plan an appropriate story title.
- 3. Use phrases and words of a descriptive nature.
- 4. Think your story through before writing.
- 5. Be sure to have a beginning, middle and end.
- 6. Proofread to correct your errors.
- 7. End your story with an interesting surprise.

Setting: (Designated Place)

1. Activity Sequence:

- A. Bring selected fictional material, (partner or tutee) — (e.g., comic strip, joke, fictional).
- B. Read the selection in the session. (Remember the partner's performance.)
- C. Get the main idea for the selection (see question model).
- D. Discuss the purpose for writing the selection.
- E. Write this on your 5" by 8" card. (Have your partner write it or you write and the tutee copies it.)
- F. Be sure the selection accompanies the file entry.

2. Bring Back:

- A. Ask partner to bring a favorite poem (use discretion as to whether poetry is "sissy").
- B. Tutor brings an appropriate poem concerning interest found in reading/interest inventory.

Lesson Plan 8(a)

Poetry

DEFINITION

Poetry is a word game that has a common bond between the writer and the listener. The elements of poetry include rhythm, rhyme, sound effects, as well as emotional response, imagery, and thought.

STRUCTURE FOR WRITING

The writer takes words which stir the imagination. These words tend to be highly expressive (warm, delicate, precise). The writer adds to these word statements a sense of rhythm, imagery or thought.

Setting: (Designated location decided by partners)

1. **Activity Sequence:** Caution poetry can be done if use of word is negative.
 - A. Read and discuss poem brought by the partner.
 - B. Point out the creative rhythm, imagery, or thought.
 - C. Introduce poem brought by tutor.
 - D. Point out poetry and center around likes of the individual.
 - E. Read several other forms of poetry.
 - F. Write a designed poem from the selection given (partner poem if feasible).
 - G. Place the poem in the card index.
2. **Bring Back Activity:** Observation Activity.

Observation Activity

Have pupils think about their pets. Have the student research the following questions:

1. What color are your pet's lips?
2. Does your pet have eyebrows and eyelashes?
3. Identify the kind of hair or fur your pet has.
4. What color is your pet? Be specific.
5. Describe the toes on your pet.

Lesson Plan 9(a)

Name

Date/Time

Model for Cinquain Poetry

one word title
description of title
action words expression
a sentence expressing
a feeling
synonym for the title

Williamsburg
Sleepy Town
Busy and growing
Neat place to be
Home

Setting: (Designated location decided by partners)

1. **Activity Sequence:**

- A. Present the model of cinquain poetry.
- B. Construct several cinquain poems together.
- C. Partner constructs his own poem concerning the observation activity assigned.
- D. Encourage several verses if possible.
- E. Write the poem on card and place in file.
- F. Discuss how imagery is important in writing poetry.

2. **Bring Back Activity:** Partner brings an object to class (cigarette, rock, can of pop).

Lesson Plan 10(a)

Name

Date/Time

Haiku Model

Three Lines consisting of:

1. Seventeen syllables.
2. Five syllables.
3. Seven syllables.

The Morning Mist

The morning mist crept over my
lawn as I slept at the crack of
dawn.

Setting: (Outside area--preferably a park)

1. Activity Sequence:

- A. Discuss natural environment emphasizing adjectives, nouns, and verbs.
- B. Introduce haiku model poetry.
- C. Write a poem concerning environmental discussion together.
- D. Discuss object brought.
- E. Assign partner to write such a poem.
- F. Partner reads the poem orally.
- G. Write in an index card and place in card file.
- H. If desirable, additional poems could be written and placed in file.

- 2. Bring Back Activity:** Have partner take a walk in some location before next meeting.

Lesson Plan 11(a)

Name

Date/Time

Poetry

DEFINITION

Poetry is a word game that has a common bond between the writer and the listener. The elements of poetry include rhythm, rhyme, sound effects, as well as emotional response, imagery, and thought.

STRUCTURE FOR WRITING

The writer takes words which stir the imagination. These words tend to be highly expressive (warm, delicate, precise). The writer adds to these word statements a sense of rhythm, imagery or thought.

Setting: (Outside area and last meeting place)

1. Activity Sequence:

- A. Discuss the solo walk made by your partner (you may need to take another walk).
- B. Make an outline of the trip in the park.
- C. Discuss major highlights of trip as main point of the outline.
- D. Insert descriptive imagery or activities descriptions as sub-categories.
- E. Write together a 3 or 4 stanza poem from the outline (poetry form selected by partner).
- F. Copy the poem on index card.
- G. Partner reads the poem and places in card file.
- H. Take a particular passage of poetry.
- I. Have the partner write his interpretation.
- J. Place on card index and file.

2. Bring Back Activity: A family story, tradition, or custom.

Lesson Plan 12(a)

Name

Date/Time

Folk Lore

DEFINITION

Folk lore that includes local and traditional customs; stories explain nature; warn against the breaking of the natural laws; attempt to make the listeners kind, unselfish and courageous. Some folk lore was just for amusement.

WRITING STRUCTURE

The issues are dated early. The plot is clear and easy to follow. Everyone acts in character. The stories move in strong action to the end.

Setting: (Designated location decided by partners)

1. **Activity Sequence:**

- A. Discuss family story, tradition or custom.
- B. Write the story.
- C. Partner reads the story and copies it on index card for file.
- D. This activity should be repeated if partner appears at all interested.

2. **Bring Back Activity:** Partner brings an admired legendary hero/heroine with consideration given to a legendary family member.

Lesson Plan 13(a)

Name

Date/Time

Outline Form for Biographical Sketch

1. **Introduction:**
 - A. Introduce hero/heroine.
 - B. What are the strong characteristics of the hero/heroine?
2. **Body:**
 - A. Discuss what happened to the character.
 - B. Tell how the event was treated by the hero/heroine.
3. **Conclusion:**
 - A. Tell why you appreciate the hero/heroine.

Setting: (Library)

1. **Activity sequence:**
 - A. Ask what individual the partner has selected.
 - B. Record why the selection was made.
 - C. Partner locates information from library source (the tutee works independently).
 - D. An outline is formulated by the tutee and partner.
 - E. Information is placed under appropriate categories.
 - F. The tutor/partner together write the introduction section.
 - G. The partner places it on the index card
2. **Bring Back Activity:** (None)

Lesson Plan 14(a)

Name

Date/Time

Outline Form for Biographical Sketch

1. **Introduction:**
 - A. Introduce hero/heroine.
 - B. What are the strong characteristics of the hero/heroine?
2. **Body:**
 - A. Discuss what happened to the character.
 - B. Tell how the event was treated by the hero/heroine.
3. **Conclusion:**
 - A. Tell why you appreciate the hero/heroine.

Setting: (Library)

1. Activity Sequence:

- A. Tutor brings to the setting additional informational material that might be lacking for the body of the story.
- B. The partner writes an interpretation using imagery and description.
- C. The partner shares freely and creatively, inserting own ideas -- face from note, etc.
- D. The partner writes a short conclusion concerning the character depicted
- E. The story.
- F. The story is read by the partner.
- G. The story is discussed for possible revision.
- H. The story is rewritten and placed on index card to be placed in file.

2. Bring Back Activity: (None)

Lesson Plan 15(a)

Name

Date/Time

Creative Writing

1. Direct quotations should be used when appropriate.
2. Plan an appropriate story title.
3. Use phrases and words of a descriptive nature.
4. Think your story through before writing.
5. Be sure to have a beginning, middle and end.
6. Proofread to correct your errors.
7. End your story with an interesting surprise.

Setting: (Partner/tutor's designated place)

1. **Activity Sequence:**
 - A. Write a story.
 - B. Review the completion of a good story.
 - C. Remind the partner of the rule to good creative writing.
 - D. Assist the partner when necessary.
 - E. Proofread the story together.
 - F. Copy it on index cards.
 - G. Place in card file.
2. **Bring Back Activity:** (None)

Lesson Plan 16(a)

Name

Date/Time

Creative Writing

1. Direct quotations should be used when appropriate.
2. Plan an appropriate story title.
3. Use phrases and words of a descriptive nature.
4. Think your story through before writing.
5. Be sure to have a beginning, middle and end.
6. Proofread to correct your errors.
7. End your story with an interesting surprise.

Setting: (Designated location)

1. Activity Sequence:

- A. Select a current news figure.
- B. Write a fictional story about the person.
- C. The rules for good fiction.
- D. Remind the partner the rules for parts of a story.
- E. Remind the partner the rules used in creative writing.
- F. Proofread the story with the partner.
- G. Rewrite a place in partner's file.

2. Bring Back Activity: (None)

Lesson Plan 17

Name

Date/Time

Skills Learner's Activity Evaluation

Positive Growth Area:

- 1.
- 2.
- 3.

Areas to Strengthen:

- 1.
- 2.
- 3.

Setting: (Location designated by tutor and partner)

1. Activities Sequence:

- A. Meet at designed location.
- B. Participate in selected activity.
- C. Find a location where you might spend 15 minutes together evaluating the progress made.
- D. Fill out together the evaluation form.
- E. Decide on ways growth can be made.
- F. Emphasis on self-esteem in participation re-entry skills improvement.
- G. Place in card file.

2. Bring Back Activity: (No assignment)

Lesson Plan 18

Name

Date/Time

Skills Learner's Activity Evaluation

Positive Growth Area:

- 1.
- 2.
- 3.

Areas to Strengthen:

- 1.
- 2.
- 3.

Setting: (Designed tutoring areas)

1. **Activities Sequence:**

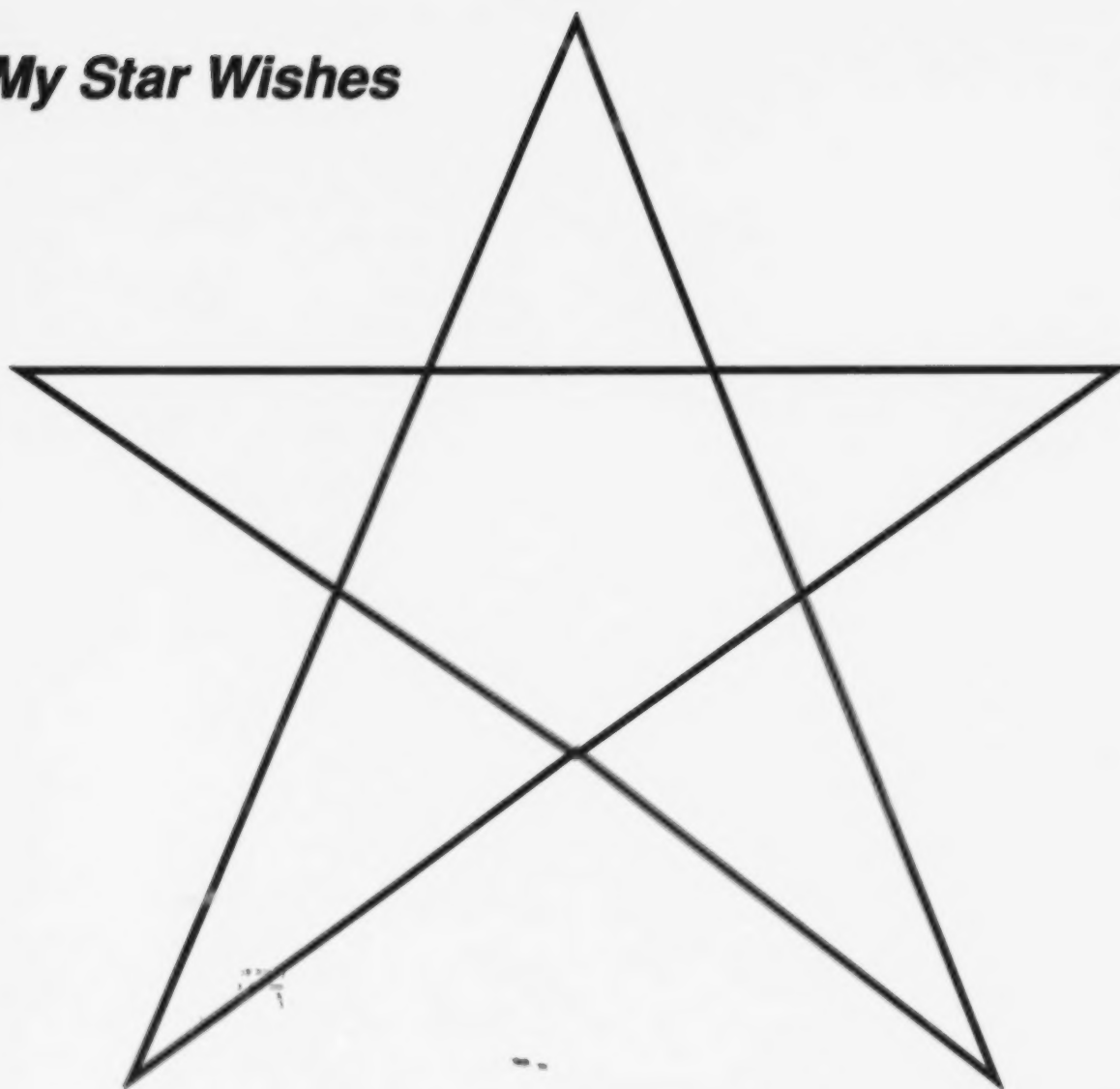
- A. Summarize the card file highlighting the activities accomplished.
- B. Select options for termination.
- C. Terminate the relationship.
- D. Give a phone number for partner to call.
- E. Meet the partner casually for informal activities.
- F. Meet the partner for remedial help when designed.
- G. Meet the partner for remedial help on a regular designated time schedule.

2. **Bring Back Activity:** (No assignment)

Chapter 4

Lesson/Guide for Implementing the Experience

My Star Wishes



Draw a symbol or something that stands for your five most important wishes in each point of the star.

Date _____

Interest Inventory

Direction: For the student to fill out:

Please answer the following questions:

1. What kind of shows do you watch on television?
2. What kind of programs do you listen to on the radio?
3. What kind of chores do you have?
4. If you could travel anywhere, where would you like to go?
5. What sports do you like?
6. What hobbies do you have?
7. What kinds of motion pictures do you like to see?
8. What problems or subjects would you like to learn about?
9. What animals would you like to raise?
10. If you could live in the past or future, what period would you like to live in?
11. If you could be anybody for a day, who would you want to be?
12. What do you and your family do to have fun?
13. What pets do you own?
14. What do you do in your spare time?
15. What kind of comic books do you like to read?

Activities Inventory

Directions: For the Student

Place a 1 after the activities you enjoy doing the most

Place a 2 after a particular activity you do occasionally

1. Draw
2. Talk to your friends quietly
3. Read a library book
4. Paint
5. Do a craft
6. Cut
7. Play games like Scrabble
8. Go to the school library
9. Help someone else with their work
10. Learn a hobby
11. Write stories, poems or letters
12. Work at a learning center

Reading Interest Inventory

Directions: For the student to fill out:

*Please place **two** checks beside the items you read the most*

*Place **one** check beside those items you read occasionally*

1. Comic Strips
2. Comic Books
3. Short Stories
4. Poems
5. Sports Stories
6. Religious Books
7. How To Do It Books
8. Reviews (books, theatre, film, TV)
9. Plays
10. Sports Magazines
11. Ads
12. Movie Magazines

Outline for Lesson Plan

1. Statement of Significance
2. Objectives
 - A. Understandings to be developed
 - B. Attitudes and Appreciations
 - C. Skills to be developed and applied
3. Activities
 - A. Pre-Introductory
 - B. Introductory
 1. Tutor-Partner activities
 2. Group activities
 3. Individual activities
 - C. Developmental
 1. Tutor-Partner activities
 2. Group activities
 3. Individual activities
 - D. Culminating activities
 1. Tutor-Partner activities
 2. Group activities
 3. Individual activities
 4. Evaluation
 - A. Tutor-Partner evaluation
 - B. Group evaluation
 - C. Individual evaluation
5. Bibliography
 - A. Books
 1. Tutor
 2. Partner
 - B. Films
 - C. Pictures
 - D. Records
6. Other Resources and Teaching Aids
 - A. Free Materials
 - B. Community Resources
 - C. Realia

Evaluation Guide

1. Give the student the option of writing a factual story.
2. Present the student with a topic. Have the student develop an outline.
3. Give the student a particular passage of prose or poetry. Have the student write his interpretation.
4. Take a particular passage of literature. Have the student identify or formulate questions that deal with each level of comprehension.
5. Writing assignment evaluation:
 1. Does the student have an understanding of the subject?
 2. Has he/she included all aspect of the subject when writing?
 3. Has he/she reviewed and proofread his/her final draft?
 4. Was his/her writing assignment presented in acceptable form?
6. Appreciate the skill of writing:
 1. Is the compiled product worthy of acceptance?
 2. Does the product exhibit good mechanical skills?
 3. Does the student show progress in developing both writing skills?
 4. Does the student understand the importance of writing?
 5. Does the writer develop independence as the writing classes progress?

Chapter 5

Language Arts Continuum

Language Arts Continuum – Introduction

The language arts continuum provides a quick reference of listening, speaking, writing and reading concepts generally taught in a formal school setting. Grade levels are provided for that purpose. The continuum is based on formal grade level placement of concepts by educators. Sometimes educators vary as to placement of these learning skills on the continuum. More important is to see how the learning skill or concept progresses. This can be accomplished by finding a particular skill at a particular grade level. Tracing the concept through the continuum as it becomes progressively more difficult will make the tutor feel more comfortable. It relieves the fear of doing harm. Remember the grade level placement is only for the purpose of showing levels of learning in formal education. In this book it shows the tutor where to start and continue to build.

Auditory

Kindergarten

1. Discriminate between soft and loud sounds.
2. Discriminate between musical tones (high, middle, and low).
3. Identify sounds from surroundings.
4. Reproduce pronounced two and three syllable words.
5. Hear likenesses and differences in words.
6. Hear word length.
7. Recognize spoken words with the same initial sound.
8. Hear rhyming words.
9. Recall what has been read aloud.
10. Demonstrate an interest in the sound of words.

Comprehension

1. Demonstrate adequate attention span.
2. Listen to and recall from stories read aloud:
 - a. main ideas
 - b. character names
 - c. some major details
 - d. sequence
3. Follow one, two, and three step oral directions.
4. Listen to others talk.
4. Supply logical words to complete sentences presented orally.
6. Sequence two or three events.
7. Distinguish between real and imaginary events.

Grade 1

Phonetic Analysis

1. Associate single consonants, consonant digraphs, and blends with the sound(s) each stands for.
2. Name letters to represent consonant sounds in:
 - a. initial position
 - b. final position
 - c. medial position
3. Associate consonant clusters with sound(s) each stand for.
4. Discriminate between words via:
 - a. initial letter cues
 - b. final letter cues
5. Know that vowels and vowel combinations represent several different sounds.
6. Associate each vowel with its short and long sounds.
7. Associate vowel combinations with sound(s) each most commonly represent.
8. Hear number of parts in a word (up to three syllables).

Structural Analysis

1. Know and use inflected endings (*s, es, d, ed, ing*).
2. Know and use compound words.
3. Know and use, root words.
4. Know and use abbreviations.
5. Know and use rhyming words.
6. Know and use contractions

Comprehension

1. Recall from stories read aloud:
 - a. main ideas
 - b. names of characters
 - c. important details
 - d. stated sequence
2. Rephrase or paraphrase
3. Associate pictures or objects with words
4. Perceives relationships
5. Classifies items
6. Makes comparisons

Grade 2

Phonetic Analysis

1. Associate vowel plus *r*-combinations with the sounds each stands for.
2. Know and use consonant rules:
 - a. three letter consonant blends *str, thr, spl*, etc.
 - b. beginning silent consonants *kn, wr, gn*
 - c. *s* sounds (*sh, zh, s, z*)
 - d. hard and soft sounds of *c* and *g*
 - e. *f* sound of *ph* and *gh*
 - f. vowel diphthongs, *oy, oi, ue*, etc.

Structural analyses

1. Knows and uses:
 - a. inflectional endings
 - b. prefixes and suffixes
 - c. Syllabication
 - d. compound words
 - e. contractions
 - f. abbreviations
 - g. Principles for decoding unfamiliar words

Grade 3

Phonetic Analysis

1. Utilize all consonant rules.
2. Utilize vowel rules:
 - a. try short sound, then try long sound
 - b. short when single vowels are followed by a consonant
 - c. Vowels long when alone or when last letter of a word
 - d. two vowels together, first is long, second is silent
 - e. two vowels with final *e*, first vowel will be long
3. Utilize schwa sound rule with unaccented syllables.

Structural Analysis

1. Recognize syllables.
2. Hear accented syllables.
3. Understand use of possessives.
4. Know homographs.
5. Know primary and secondary accents.

Grade 4

Phonetic Analysis

1. Refine application of all phonetic rules as aids for decoding unrecognized words.
2. Hear figurative and colorful expressions.

Structural Analysis

1. Understand the use of primary and secondary accent marks.
2. Know to accent the first syllable, unless a prefix, otherwise accent the second syllable.
3. Refine application of all structural cues for decoding unrecognized words.

Grade 5

Phonetic Analysis

1. Check for mastery of skills previously taught.

Structural Clues:

1. Know accent clues:
 - a. first syllable is usually accented
 - b. beginning syllables *de*, *re*, *be*, *in*, and *a* are usually unaccented
 - c. endings that form syllables are usually unaccented
 - d. *ck* following a single vowel is accented
2. Know and use comparative and superlative degrees of adjectives and adverbs.

Grade 6

All skills are reinforced at this level.

Visual

Kindergarten

1. Recognize likenesses and differences in colors, shapes, and pictures.
2. Demonstrate left to right progression.
3. Remember up to four objects or pictures presented visually.
4. Copy simple designs.
5. Classify objects and pictures into categories.

Word Recognition

1. Name some upper case letters.
2. Name some lower case letters.
3. Know letters of alphabet in order.
4. Know letters of alphabet at random.
5. Know body parts by looking at a model.
6. Recognize own name in print.
7. Know concepts of letters, words, and numbers.

Comprehension

1. Sequence up to three pictures or events: before, after, next.
2. "Read" pictures and discuss in complete sentences.
3. Interpret feelings of the characters through pictures and discussions.
4. Anticipate outcomes of pictures and stories.

Grade 1

Word Recognition

1. Recognize all upper case and lower case letters.
2. Match upper and lower case letters.
3. Recognize words with both upper and lower case letters at the beginning.
4. Recognize basal words instantly in various settings.
5. Identify irregular spellings.
6. Copy words, phrases, and sentences.

Phonetic Analysis

1. Read words which begin with known consonant sounds and which end with phonograms.
2. Discriminate between words via:
 - a. initial letter cues
 - b. final letter cues
3. Decode given words that are unfamiliar in printed form.
4. Use extent clues in word attack.

Structural Analysis

1. Identify the two words in simple compound words.
2. Know common word families.
3. Read contraction in context and identify words from which each is made.
4. Know inflectional endings and their function (*s, es, d, ed, and ing*)
5. Recognize common roots.

Comprehension

1. Understand that printed symbols represent objects or actions.
2. Develop and association of image based on passages read.
3. Follow simple directions in print form.
4. Associate "what can be said, can be read".
5. Recall from silent reading:
 - a. main idea
 - b. names of characters
 - c. important details
 - d. stated sequence
 - e. best title
6. Draw conclusion from given facts.

Grade 2

Word Recognition

1. Recognize 220 Dolch Sight Words.
2. Use word form clues; configuration, visual similarity.

Structural Analysis

1. Recognize two words in all compound words.
2. Recognize root words.
3. Alphabetize words using first letter.
4. Recognize and utilize affixes and common syllables.
5. Utilize contractions.

Comprehension

1. Associate text with pictures.
2. Follow printed directions.
3. Find the main idea.
4. Interpret pictures and illustrations.
5. Select an appropriate title for a story.

Grade 3

Word Recognition

1. Utilize new words in content fields.
2. Recognize similarities of known words.
3. Recognize unusual characteristics of words.

Phonetic Analysis

1. Utilize all consonant rules.
2. Utilize vowel rules:
 - a. try short sound, then long
 - b. short when single vowels are followed by consonant
 - c. vowels long when alone and last letter of a word
 - d. two vowels together, first is long, second is silent
 - e. two vowels with final e, first vowel will be long

Structural Analysis

1. Recognize syllables.
2. Understand use of possessives.
3. Alphabetize words using first and second letters.
4. Use the meaning of familiar affixes to help figure out meanings.
5. Use the meaning(s) of familiar words to get meaning of an affixed word.
6. Know homographs.
7. Keep events in proper order.

Comprehension

1. Find the main idea in a story.
2. Follow printed directions.
3. Demonstrate technique of skimming.
4. Form mental pictures of setting, characters, and actions.
5. Classify words or sentences by category or topic.

Grade 4

Phonetic Analysis

1. Refine application of all phonetic rules as aids for decoding unrecognized words.

Structural Analysis

1. Utilize syllabication rules:
 - a. syllable/vowel ratio
 - b. when there is a single consonant between two vowels, the first vowel goes with the first syllable
 - c. when there is a double consonant, the syllable division occurs between the two consonants and one is silent
2. Hyphenate words using syllable rules.

Comprehension

1. Identify key words and topic sentences.
2. Find specific information.
3. Select facts to support main idea.
4. Use study guides, charts, and outlines.

5. Verify answers.
6. Arrange ideas in sequence.
7. See relationships in stories.
8. Use punctuation marks.
9. Identify synonyms and antonyms for given words.

Grade 5

Structural Analysis

1. Utilize syllabication rules:
 - a. root words are not divided
 - b. two consonants, first syllable ends with the first consonant
 - c. single consonant, consonant begins second syllable
 - d. words ending in *le*, preceded by a consonant, the consonant begins the last syllable
 - e. *x* goes with the preceding vowel to form a syllable
 - f. *ck* goes with the preceding vowel and ends the syllable
2. Distinguish between fact and opinion.
3. Know sections of newspapers.
4. Utilize figurative and colorful expressions.
5. Recognize vague expressions.
6. Recognize assumptions.
7. Create similes and metaphors.
8. Recognize abstract words.
9. Recognize accent clues.

Grade 6

Comprehension

1. Outline bulk material.
2. Read magazines and newspapers for current events.
3. Understand/utilize information presented in:
 - a. labels
 - b. ads
 - c. menus
 - d. directions
 - e. maps, charts, and graphs
 - f. tables and schedules
4. Recognize outlines.
5. Evaluate effectiveness of author.
6. Understand time span and period.

Verbal

Kindergarten

1. Reproduce pronounced two and three syllable words.
2. Express self spontaneously alone and in groups.
3. Has adequate vocabulary to convey ideas.
4. Make up simple endings to stories.
5. Remember a five-word sentence.
6. Relate experiences and stories.
7. Speak in complete sentences.
8. Know name, address, and with whom he/she lives.
9. Use appropriate social language.
10. Differentiate between first and last names.
11. Name some upper and lower case letters.

Comprehension

1. "Read" pictures and discuss them in complete sentences.
 - a. infer the main idea
 - b. infer character traits
 - c. infer sequence

Grade 1

Word Recognition

1. Name letters in sequence.
2. Use phrasing, not word by word reading.
3. Read clearly with expression, observing simple punctuation.

Phonetic Analysis

1. Read words which begin with known consonant sounds and which end with phonograms.
2. Associate each vowel with its long and short sounds.
3. Associate vowel combinations with sound(s) each most commonly represent.
4. Decode given words that are unfamiliar in printed form.
5. Pronounce blends and digraphs.
6. Repeat sounds of *c* and *g*.

Structural Analysis

1. Identify two words in obvious compound words.
2. Know common inflected endings (*s, es, d, ed, ing*).

Comprehension

1. Use context clues in word attack.
2. Relate story context to own experience.
3. Draw conclusions.

Grade 2

1. Reads fluently.
2. Uses proper intonation.
3. Oral language development of syntactic and semantic features of language.
4. Has general rhythm when reading.

Phonetic Analysis

1. Know and use consonant rules:
 - a. consonant blends
 - b. beginning silent consonants
 - c. *s* sounds (*sh, zh, s, z*)
 - d. two *c* sounds (*s, and k*)
 - e. *ph* and *gh* sound like *f*
 - f. associate vowel plus *r* combinations with the sound each stands for.

Structural Analysis

1. Recognize the two words in all compound words.
2. Recognize root words.
3. Utilize contractions.
4. Recognize and utilize affixes and common syllables.

Comprehension

1. Tell a story which has been read previously.
2. State fact or opinion of a story.

Grade 3

1. Read with pleasant tone quality.
2. Read with meaning.

Phonetic Analysis

1. Utilize all consonant rules.
2. Utilize vowel rules:
 - a. try short sound, then long sound
 - b. short when single vowels are followed by a consonant
 - c. vowels long when alone and last letter of a word
 - d. two vowels together, first is long, second is silent
 - e. two vowels with final *e*, first vowel will be long
3. utilize schwa sound with unaccented syllables.

Structural Analysis

1. Understand the use of possessives.
2. Utilize new words in content field.
3. Use meaning of affixes to help get meaning.

Grade 4

1. Reads fluently with self-confidence.
2. Identify key words and topic sentences.

Phonetic Analysis

1. Refine application of all phonetic rules as aids for decoding unrecognized words.

Structural Analysis

1. Form plurals.
2. Understand the use of primary accent.
3. Know to accent the first syllable, unless a prefix, otherwise accent second syllable.

Comprehension

1. Summarize what has been read.
2. Draw logical conclusions.
3. Verify answers.
4. Interpret descriptive words and phrases.

Grade 5

1. Express emotions.
2. Read fluently with poise and self-confidence.
3. Dramatize readings.
4. Explain colloquial speech.

Structural Analysis

1. Know accent clues:
 - a. first syllable is usually accented
 - b. beginning syllables *de*, *re*, *be*, *in*, and *a* are usually unaccented
 - c. endings that form syllables are usually unaccented
 - d. *ck* following a single vowel is accented

Grade 6

1. Use word meaning to enrich imagery.
2. Differentiate formal and informal language; speech patterns and level of language usage.

Motor

Kindergarten

1. Begin to develop gross motor control.
2. Begin to develop fine motor control.
3. Begin to develop eye-hand coordination.
4. Demonstrate left to right eye movement.
5. Use a paint brush, large crayon, large pencil, and scissors.
6. Locate parts of the body.
7. Write first name in manuscript.

Grade 1

1. Write legibly in manuscript.
2. Dramatize stories,
3. Demonstrate dictionary location of words and meanings.

Grade 2

Comprehension

1. Dramatize stories read or heard.
2. Illustrate stories read or heard.

Grade 3

1. Write legibly in cursive.

Grade 4

None

Grade 5

None

Grade 6

None

Written

Kindergarten

1. Copy simple designs.

Grade 1

1. Write legibly in manuscript.

Grade 2

Phonetic Analysis

1. Understand that the same vowel sound can be written several ways.

Structural Analysis

1. Utilize contractions.

Grade 3

1. Writes legibly in cursive.

Grade 4

Structural Analysis

1. Form plurals.

Comprehensive

1. Summarize readings.

Grade 5

None

Grade 6

Comprehension

1. Outline bulk material.

Comprehension

Grade 1

Literal:

1. Select an obvious appropriate title for a story.
2. Recall from stories read aloud: main ideas, characters, and major details.
3. Sequence two or three events.
4. Supply logical words to complete sentences read orally.
5. Use context clues in word attack.

Inferential:

1. Draw conclusion from given facts.
2. Infer the main idea.
3. Infer sequence.
4. Infer cause and effect.
4. Infer comparisons.
6. Infer character traits, emotions, and attitudes.
7. Predict outcomes.
8. Perceive relationships.

Critical:

1. Distinguish between real and imaginary events.
2. Evaluate actions of characters.
3. Distinguish fact from fiction.
4. Recognize relevant information.
4. Draw conclusions from given facts.
6. Relate story content to own experiences.

Grade 2

Literal:

1. Verify answers by reference text.
2. Follow plot sequence.

Inferential:

1. Draw conclusions.
2. Predict outcomes.
3. Choose correct meanings from context.

Critical:

Grade 3

Literal:

1. Keep events in proper order.
2. Develop concepts of time and distance.
3. Classify words and sentences by category or topic.
4. Recall main ideas in story.

Inferential:

1. Draw logical conclusions and predict outcomes.
2. Perceive relationships.
3. Identify author's point of view.
4. Supply details not given.
4. Understand characters' motives.

Critical:

1. Read for a definite purpose.
2. Determine what source to obtain information.
3. Recognize author's attitudes and biases.

Grade 4

Literal:

1. Arrange ideas in sequence.

Inferential:

1. Interpret descriptive words and phrases (personifications, idioms, similes, and metaphors).
2. Interpret story ideas.

Critical:

1. Determine accuracy of printed material.
2. Recognize author's tone, mood, and purpose.
3. Analyze characters through their statements, actions, facial expressions, and personalities.
4. Recognize distortions and exaggerations.
5. Classify pro and con arguments.

Grade 5

Literal:

1. Use cause and effect to determine sequence.

Inferential:

1. Compare related main ideas in different selections.
2. Compare events.

3. Make logical conclusions and support them with evidence.
4. Develop awareness of hidden meanings.
5. Form generalizations based on evidence.

Critical:

1. Distinguish between fact and opinion.
2. Distinguish between reality and fantasy.
3. Recognize vague expressions.
4. Recognize assumptions.
5. Recognize propaganda techniques.
6. Evaluate author's qualifications.
7. Evaluate statements of opinion.
8. Judge relevancy of facts.
9. Understand literary devices (flashback, alliteration, imagery).

Grade 6

Literal:

1. Identify separate incidents and relate details in sequence.
2. Sequence ideas or events.

Inferential:

1. Understand tone.
2. Understand time span and period.
3. Make inferences in poetry.

Critical:

1. Understand literary forms: satire, myth, allegory.
2. Understand symbolism.
3. Evaluate quality of literature.
4. Evaluate the effectiveness of the author.
5. Compare fictional and factual accounts of the same subject.
6. Draw critical conclusions.
7. Analyze conclusions.
8. Evaluate accuracy of exaggerated or contradictory statements.

Auditory

Kindergarten

1. Reproduce pronounced two and three syllable words.
2. Hear minimal differences in words.
3. Hear word length.
4. Recognize spoken words with the same initial sound.
5. Hear rhyming words.
6. Use correct forms and understand meanings of a given set of words.
7. Contribute to group compositions.

Grade 1

1. Recall and repeat words and sentences in order to develop auditory memory.
2. Organize as he or she listens.
3. Listen for appropriate vocabulary words.
4. Tell what was true.
5. Use exact vocabulary used by the speaker.

Grade 2

1. Select important information from a speaker or story.
2. Relate to ideas of others and clarify them.
3. Recognize possessive nouns.
4. Utilize standard speaking English.

Grade 4

1. Know short vowel sounds.
2. Know vowel digraph (*ai, ea, ie, oa*).
3. Know silent *e* pattern.
4. Know long vowel sounds.
5. Master basic syllabication principles.

Grade 5

1. Understand concept of word usage in various parts of speech.
2. Understand variant pronunciation and spellings.

Visual

Kindergarten

1. Know what a period is.
2. Distinguish a letter from distractors.
3. See likeness and differences in colors, shapes, pattern, direction, size, letters, and words.
4. Demonstrate left to right eye movements.
5. Identify the two words in obvious compound words.
6. Recognize circles and lines.
7. Know correct formation of circles and lines.

Grade 1

1. Recognize upper and lower case letters of the alphabet.
2. Recognize quotation marks and commas.
3. Proofread own written work for:
 - a. Good handwriting.
 - b. Capitals at beginning of sentences.
 - c. Period at end of sentences.
 - d. Meanings
4. Recognize numerals 1 to 10.
5. Recognize correct spacing.
6. Refer to a handwriting model.

Grade 2

1. Locate words in an alphabetical list.
2. Correct misspelled words.
3. Identify errors in pictures.
4. Identify a simple sentence.
5. Identify the correct use of a period and question mark.
6. Recognize possessive nouns.
7. Identify vowels and consonants.

Grade 3

1. Find plurals of words.
2. Identify noun substitutes.
3. Recognize noun markers, adjectives, prepositions and verbs.
4. Understand sentence patterns and structure.
5. Learn necessity for proofreading.

Grade 4

1. Proofread and edit own words.

Grade 5

1. Recognize variant pronunciation and spellings.

Verbal

Kindergarten

1. Use correct verb forms.
2. Use correct pronouns in speaking.
3. Dictate a story.
4. Appropriately finish a story.
5. Organize simple ideas.

Grade 1

1. Say words beginning with the same initial consonant when words are presented orally.
2. Say one syllable words in the consonant-vowel consonant pattern.
3. Interpret a drawing by self or others.
4. Develop pre-writing skills orally through language experience charts.
5. Properly utilize nouns and verbs.
6. Properly utilize periods and question marks.
7. Relate events sequentially.
8. Classify objects.
9. Speak in complete sentences.

Grade 2

1. Say words that rhyme.
2. Utilize contractions.
3. Recognize and utilize possessive nouns.
4. Speak in standard English.

Grade 4

1. Choose appropriate topics and give oral reports.
2. Master basic syllabication principles.

Grade 5

1. Master verb tense.
2. Utilize adjectives and adverbs properly.
3. Understand primary and secondary accents.

Grade 6

1. Know major parts of speech.

Grade 7

1. Use language effectively with appropriate grammar in all areas.
2. Select, restrict and develop ideas for an appropriate audience.

Motor

Kindergarten

1. Trace over solid models and fading models.
2. Position paper and pencil correctly.
3. Copy name from a model using upper and lower case letters.
4. Follow left to right, top to bottom progression.
5. Copy numerals 0 to 10 from a model.
6. Left-handed writers (Positioning)
 - a. A left handed student should hold his pen or pencil 1 to 1½ inches from the bottom.
 - b. He should keep his writing hand well below the line of writing.
 - c. In cursive writing he should slant his paper to the right (this will occur naturally if he places his paper parallel to his left forearm).

Grade 1

1. See the whole letter and associate the name and stroke description of letter with letter model.
2. Write letter without model and recognize letter name.
3. Write the letter in adult size.
4. Space between the letters of the next letter and connecting stroke.
5. Write first and last name without a model using upper and lower case letters.
6. Refine printing.
7. Master holding pencil effectively.
8. Maintain good posture.

Grade 2

1. Join letters in a word.
2. Slant cursive letters.
3. Use a pencil without lifting from the paper until the end of the word.
4. Master printing.
5. Adjust handwriting to paper size and guidelines.
6. Increase rate of writing.

Grade 3

1. Cross *t*'s and *x*'s and dot *i*'s and *j*'s.
2. Learn standards for position: paper slant, sit correctly with feet on floor, head up, arms on desk, holding paper and pencil correctly.
3. Learn cursive letter formation.

Grade 4

1. Refine cursive writing skills.

Written

Kindergarten

1. Know correct formation of circles and lines.
2. Know to start sentences with capital letters.
3. Copy letters and shapes from a designated source.
4. Copy first name from a model.

Grade 1

1. Utilize capital letters.
2. Write a thought, idea or experience in a very simple sentence.
3. Copy from board or designated source.
4. Form all numerals and letters correctly.
5. Use correct spacing.
6. Know how to make upper and lower case letters.
7. Utilize periods, question marks and exclamation points.
8. Successfully write name without a model.
9. Form simple plurals.
10. Form simple contractions.
11. Increase writing speed.

Grade 2

1. Use capital letters for abbreviations, proper nouns and pronouns.
2. Know kinds of sentences.
3. Use correct punctuation.
4. Begin cursive writing skills.
5. Experience writing:
 - a. descriptive words
 - b. varied sentence patterns
 - c. days-months-seasons
 - d. in other curriculum areas
6. Experience planning and writing from source:
 - a. friendly letters (heading, greeting, body, closing)
 - b. thank you notes
 - c. addresses
 - d. poems
 - e. invitations
 - f. numeral manipulation
 - g. paragraphs
7. Plan and write:
 - a. declarative sentences
 - b. interrogative sentences
8. Develop paragraph thought:

- a. use particulars
 - b. use examples
 - c. Show comparisons
- 9. Write for a purpose
 - a. individual assignments
 - b. class assignments
- 10. Organize ideas using sequencing.

Grade 3

- 1. Refine cursive writing.
- 2. Learn writing skills: develop mental skills, margin skills, story writing form.
- 3. Develop irregular past form of dropping final *e*, compound words, root words, double final consonant changes *y* to *i*.
- 4. Develop: comparatives, homonyms, inflectional endings, irregular spelling, plurals, suffixes that do not change.
- 5. Understand and utilize: proper nouns, noun substitutes, noun markers, adjectives, prepositions, verbs and adverbs.
- 6. Use capitals in titles and direct quotations.
- 7. Understand sentence pattern and structure.
- 8. Experience writing conversation.
- 9. Write reports and paragraphs.
- 10. Write a simple friendly letter.
- 11. Use regular notebook paper.
- 12. Address a letter correctly.

Grade 4

- 1. Take notes from written material.
- 2. Choose appropriate topics and develop paragraphs, and oral and written reports.
- 3. Write topic sentences.
- 4. Write for a purpose.
 - a. objective topics
- 5. Organize ideas using:
 - a. elaborate
- 6. Write about literature using:
 - a. plot
 - b. characterization
 - c. themes
- 7. Utilize adjectives properly.
- 8. Master basic punctuation rules.
- 9. Utilize comparative and superlative.
- 10. Master basic syllabication principles.

11. Plan and write:
 - a. compound sentences
 - b. imperative sentences
 - c. exclamatory sentences
 - d. business letters
 - e. themes
 - f. different sentence patterns
12. Write for a purpose

Grade 5

1. Utilize adverbs: position, place, manner, time.
2. Master verb tense.
3. Understand concept of same word as different parts of speech.
4. Master sentence patterns: noun/verb/noun and noun/linking verb/adjective.
5. Properly utilize:
 - a. direct object
 - b. predicate noun
6. Refine note taking.
7. Organize information into outline form using main topics, subtopics, and details.
8. Generate formal reports utilizing preliminary outline.
9. Write a bibliography.
10. Plan and write complex sentences.
11. Plan and write paragraphs to express personal feelings and ideas using:
 - a. related ideas
 - b. revise
 - c. edit
 - d. write draft and final copy
 - e. inductive and deductive reasoning
 - f. share personal experiences
 - g. informative paragraph
 - h. descriptive paragraph
 - i. completeness of thought
 - j. evidence of unity
 - k. coherence
 - l. limit scope of paragraph
 - m. singleness of thought
 - n. topic of interest to peers
12. Write about literature using:
 - a. motives of characters
13. Organize ideas using:
 - a. summarize

Grade 6

1. Plan and write:
 - a. compound-complex sentences.
2. Master irregular word patterns and exceptions to spelling rules.
3. Form abbreviations.
4. Know major parts of speech and utilize correctly.
5. Use correct punctuation.
6. Use correct capitalization.
7. Understand functions of diacritical marking.
8. Have some knowledge of etymology.
9. Write research papers.
10. Vary paragraph and sentence structure.
11. Write in various modes (narrative, descriptive, and evaluative).
12. Write for various purposes (business, friendly letters, application forms, etc.)
13. Develop paragraph thought:
 - a. use restatement
 - b. show cause and result
14. Write about literature using:
 - a. tone

Grade 7

1. Use a variety of sentence structures.
2. Use a variety of paragraph structures.
3. Write legibly in all area of written communication.
4. Spell correctly in all areas of written communication.
5. Write in various modes and for various purposes.
6. Evaluate, revise and edit own writing.
7. Write to give direction and expression.
8. Write from varying points of view.
9. Write to organize and convey factual knowledge.

Grade 8

1. Create multi-paragraph compositions.
2. Write about literature.
3. Utilize critical thinking abilities.

Speaking

I. AUDITORY

A. Kindergarten

1. Identify sounds
2. Listen
3. Distinguish sounds
 - a. environmental
 - b. consonants
 - c. vowels
4. Participating in discussions
5. Using the telephone
6. Talking

B. First Grade

1. Relate the sounds of words to correct spelling
2. Telephone conversations
3. Discussions
4. Discussing to revise written compositions
5. Directions and explanations
6. Descriptions
7. Oral composition
 - a. sentences
 - b. stories

C. Second Grade

1. Polite speaking
2. Introductions and announcements
3. Oral reading
 - a. poems
 - b. stories
 - c. plays
 - d. dramatization

D. Third Grade

1. Interviews
2. Oral book reports

E. Fourth Grade

1. Oral research reports

F. Fifth Grade

1. Conducting interviews

G. Sixth Grade

1. Conducting meetings

H. Seventh Grade

1. All of the above speaking skills are maintained.

I. Eighth Grade

1. All of the above speaking skills are maintained.

II. VISUAL

A. Kindergarten

1. Eye contact
2. Choral reading
3. Nonverbal communication
4. Giving a description
5. Telling a story

B. First Grade

1. Presenting plays
2. Role-plays
3. Pantomime

C. Second Grade

1. Dramatizing
2. Giving instructions
3. Giving a talk
4. Making announcements
5. Making introductions

D. Third Grade

1. Oral reports
2. Interviews
3. Surveys

E. Fourth Grade

All of the above visual skills are maintained.

F. Fifth Grade

1. Conducting interviews

G. Sixth Grade

All of the above visual skills are maintained.

H. Seventh Grade

All of the above visual skills are maintained.

- I. Eighth Grade
All of the above visual skills are maintained.

III. MOTOR

A. Kindergarten

1. Be aware of vowel phonetics
2. Be aware of consonant phonetics
3. Nonverbal communication
4. Choral reading
5. Giving a description
6. Telling a story
7. Using the telephone
8. Taking a message

B. First Grade

1. Pronounce words correctly
2. Use clear, precise writing
3. Discussions
4. Telephone conversations
5. Presenting plays
6. Role-play
7. Pantomime
8. Reading poems individually
9. Reading stories
10. Reading plays
11. Discussions

C. Second Grade

1. Verbalize in clear, but moderate tones
2. Control:
 - a. stress
 - b. quality
 - c. pitch
 - d. volume
 - e. loudness (force)
 - f. rate (time)
3. Giving directions
4. Giving explanations
5. Giving descriptions
6. Presenting book reports
7. Presenting book reviews
8. Dramatizing
9. Giving instructions

10. Giving a talk
11. Making announcements
12. Making introductions

D. Third Grade

1. Articulate sounds clearly and correctly
2. Introductions
3. Oral reports
4. Interviews
5. Surveys

E. Fourth Grade

All of the above skills are maintained.

F. Fifth Grade

1. Presenting research reports
2. Conducting interviews
3. Choral reading

G. Sixth Grade

1. Presenting commercials

H. Seventh Grade

All of the above skills are maintained

I. Eighth Grade

All of the above skills are maintained

IV. VERBAL

A. Kindergarten

1. Develop vocabulary
2. Choral reading
3. Participating in discussions
4. Giving a description
5. Telling a story
6. Using the telephone
7. Taking a message

B. First Grade

1. Employ descriptive and interesting words
2. Observe standard of good English structure
3. Correct syntax
4. Speak with sincerity and honesty

5. Avoid slang
6. Speak pleasantly
7. Telephone conversations
8. Discussions
9. Presenting plays
10. Role-play
11. Pantomime
12. Reading poems individually
13. Reading stories
14. Reading plays

C. Second Grade

1. Avoid indiscriminate use of overgeneralization
2. Giving directions
3. Giving explanations
4. Giving descriptions
5. Presenting book reports
6. Presenting book reviews
7. Giving instructions
8. Giving a talk
9. Making announcements
10. Making introductions

D. Third Grade

1. Be consistent in language and style
2. Oral reports
3. Interviews
4. Surveys
5. Speaking to suit your purpose
6. Speaking to suit your audience

E. Fourth Grade

1. Discussing to revise written compositions
2. Develop awareness of semantic shift
3. Use of transitional words and expressions
4. Avoid slant and bias

F. Fifth Grade

1. Presenting research reports
2. Conducting interviews
3. Choral reading

G. Sixth Grade

1. Speak with exact and vivid language
2. Eliminate unnecessary words
3. Presenting commercials

H. Seventh Grade

1. Keep sentences short, but vary length
2. Use colorful wording to convey exact meaning and description

I. Eighth Grade

1. Avoid idioms or expressions not in general use
2. Following parliamentary procedure
3. Electing officers

Listening

Kindergarten

1. Listens to stories.
2. Listens for information.
3. Listens to follow directions.
4. Listens for sequence.
5. Listens to conversations.
6. Listens to discussions.
7. Listens to distinguish sounds.

Grade 1

1. Maintains Kindergarten Skills.
2. Listens to form opinions.
3. Listens for supporting details.
4. Listens to recognize new vocabulary.
5. Listens to take spelling tests.
6. Listens to gain information.
7. Listens to follow instructions.
8. Listens to follow directions.
9. Listens to answer questions.
10. Listens to distinguish various sounds.
11. Listens to contribute or participate.

Grade 2

1. Maintains First Grade and Kindergarten Skills.
2. Listens to associate ideas.
3. Listens for influence.
4. Listens to organize data and establish sequence.
5. Listens to select main ideas.
6. Listens to solve problems.
7. Listens to make decisions.
8. Listens to evaluate.
9. Listens to write summaries.
10. Listens for emotionally toned words.

Grade 3

1. Students will maintain skills of previous grades.
2. Listens with increased attention spans.
3. Listens to interpret moods and feelings.
4. Listens to tones of stories, poems and music.
5. Listens to recognize incorrect grammar usage.

Grade 4

1. Maintains skills of previous grades.
2. Listens to give directions to others.
3. Listens to clarify meanings.
4. Listens to understand new information.
5. Listens to phrase.
6. Listens to recognize correct and incorrect word usage.
7. Listens for transitional words to increase clarity and emphasis.

Grade 5

1. Maintains skills of previous grades.
2. Listens to take notes and outlines.
3. Listens to use context clues more efficiently.
4. Listens to write summaries.
5. Listens to learn fact from opinion.
6. Listens to lectures.
7. Listens to oral readings.

Grade 6

1. Maintains skills of previous grades.
2. Listens to interpret facts and gain clear meanings.
3. Listens to distinguish between relevant and irrelevant content.
4. Listens to understand:
 - a. Emotional appeal.
 - b. Use of satire.
 - c. Voice inflections.
 - d. Gestures in speaking.
5. Listens to participate in:
 - a. Committee reports.
 - b. Research.
 - c. Drama activities.

Grade 7

1. Maintains skills of previous grades.
2. Listens to solve problems, relate ideas to previous knowledge, and to draw inferences and conclusions.
3. Listens for dates, names, times and events.

Grade 8

1. Maintains all previous skills.

Outline

This handbook deals with step-by-step writing lessons for tutors who are assisting upper elementary and secondary age students to improve their reading skills through writing. Twenty lessons are developed for creative writing and twenty lessons for factual writing. Special emphasis is placed on building a better self-image for "re-entry" into educational programming. A language arts continuum is included for a tutor's convenience.

It is not a mind, it is not a body that we erect, but it is a man, and we must not make two parts of him (Montaigne: *Essay's* XXXV)

The trend for a one-to-one relationship in the learning process has become increasingly important in educational programming. According to National Education Association approximately 1 million students drop out of public education annually. A need for people (tutors) and curriculum adapted to meet this problem is growing.

Guides are needed that emphasize the importance of re-entry into the learning process. The need to build a better image as all individual must be addressed.

The author's professional experience has included teaching upper elementary and high school students in regular and special educational settings. Presently he is director of a program for college students tutoring children deficient in reading/writing skills. The lessons have been originated and tested as being effective with these students. These lessons have also been sought out by tutors in Right to Read Programs as well as Chapter Reading Teachers in public schools.

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